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EDUCATIONAL REFORMS IN COMMUNIST CHINA

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## EDUCATIONAL REFORMS IN COMMUNIST CHINA

[Following are translations from selected issues of Chinese-language newspapers. Complete source information is given under individual article headings.]

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## I. KIRIN NORMAL SCHOOL REFORMS MATHEMATICS

### AND EDUCATION SYSTEMS

Kuang-ming Jih-pao, Peiping,  
27 April 1960, page 2

Unsigned article

Under the leadership of the General Party Branch, the Department of Mathematics of the Kirin Normal College has organized its instructors and students into three combat teams, in an effort to advance the frontiers of science, improve the teaching of mathematics in the secondary and elementary schools, and improve the teaching of mathematics in the department. Jointly or separately, they are marching toward a single common goal, viz., to plant the red flag of Mao Tse-tung-ism in the field of mathematics, to drastically improve the teaching of mathematics, and to reach the summit of modern mathematics and science at an early date. It is also hoped that by cultivating close ties between the realities of production and scientific research they may facilitate the improvement of the teaching of mathematics.

Generally speaking, they intend to adopt the following procedures. First, to treat such problems of production as are related to mathematics; second, to conduct a general survey of scientific research in the field of mathematics, with particular emphasis on efficiency; and third, to introduce a major reform in the teaching of mathematics in schools of all levels. The various stages are different in their emphasis, but at the same time they are coordinated one with the other. Deliberations are to prompt actions, and actions are to facilitate the reform of the teaching of mathematics.

Instructors and students of this department have visited in succession nearly 100 units, including such related enterprises as those of the automobile industry, communications and transportation, meteorology, water conservation, hydroelectric power, construction, and others, as well as colleges, secondary schools, elementary schools, and scientific research organizations. They have not only investigated problems related to mathematical and scientific research in the process of production, they have also broadened and deepened their understanding of the needs for mathematical research in the various production units, in the scientific research organizations, and in schools of the college level.

Presently they are engaged in the computation of dynamics relative to the excessively thin shell in Kirin's construction projects, in the analysis of dynamics relative to the huge water-wheel machine traveling in the Yangtze gorges, in the computation of dynamics relative to the strength of the Lung-wang-miao reservoir, in the computation and theoretical analysis of dynamics

relative to the designing of new automobiles of large size, and in other programs of scientific research relating to various problems of fundamental theories.

On the basis of investigation and research, they have called more than 100 symposiums, debates, and study sessions which have been attended by cadres, instructors, and students at the college and by teachers of schools on all levels. They have also compiled the teaching outline governing the 9-year program from the first year in the elementary school to the last year in the secondary school, the textual material to be used in the first 4 years, the teaching outline for courses between the first year in the elementary school to the second year in the senior secondary school, and the draft textual material to be used in the elementary and secondary schools. Under the leadership of the Party Committee in the college, they are now conducting experiments in the secondary and elementary school divisions of the college.

Meanwhile, they have submitted a preliminary program for further improving the teaching in the department. According to this preliminary program, they have revised the old practice of separating the teaching of geometry, algebra, and analytic geometry. They have also devised a new system on the basis of the viewpoints of dialectical materialism, with emphasis on computational mathematics, differential calculus, and statistical mathematics, in accordance with modern natural sciences, engineering technology, and the needs of the national economy. In addition, they have proposed a draft program for the teaching of mathematics from the first year in the elementary school through the third year in the secondary school. As regards the content of fundamental courses in mathematics and technology, they have adopted various measures of revision, including rescheduling, cancellations, combinations, simplifications, substantiations, and additions. Analytic geometry, mathematical analysis of simple functions, and the elementary part of the theory of probability are to be taught earlier. The review and study of elementary mathematics and advanced geometry are to be cancelled. Mathematical analysis, compound functions, and calculus geometry are to be simplified and combined into "advanced analysis." Analytic geometry, advanced algebra, and linear algebra are to be simplified and combined into "geometry and algebra." Computational methods, differential calculus, the theory of probability, and modern physics are to be substantiated. Analysis and basic mathematics are to be added. According to this program, the students may complete, in a period of a little over 2 years, the study of all essential courses and some new courses previously planned for a 4-year period; and in the third year, they may begin to study the courses of specialization. By the end of 4 years, students will finally reach a level where they have not only learned the fundamentals of modern mathematics but also gained some advanced knowledge of modern mathematics and science; where they have

absorbed the systematic knowledge of mathematical theories and also acquired independent capacity for the solution of practical problems. In accordance with this newly conceived program, the draft outline for the teaching of mathematics has been compiled. In accordance with the urgency of the needs, textual materials are in process of being compiled. Meanwhile further deliberations are to be held and the newly-formulated program will be re-examined and revised.

In compliance with the principle of unity between theory and practice, in the light of the mass line, and in order to make full use of modern instruments, preliminary recommendations for the improvement of the method and form of teaching have also been presented. In accordance with the different content of the various courses, three forms of teachings are to be adopted: adapting the course work to extracurricular activities, with emphasis on systematic lectures; adapting theoretical discussion to the practice of production, thus uniting production and learning; and combining theoretical study and the practice of solving mathematical problems, with emphasis on the latter. Generally speaking, emphasis is to be placed on intensified learning and exercises, on the basis of systematic lectures, in the first 2 years; lectures are to be coordinated with discussions in the third year, under the guidance of the instructors; and the students are to combine research and learning in the fourth year, with emphasis on the former. Different methods are to be used to clarify the many "theories" and "proofs" in mathematics. to prove in detail; to prove in less detail; and to state. At the same time, study has begun of the possibilities of using modern scientific instruments, e.g., motion pictures, in the course of teaching, and of inventing new instruments.

## II. ACHIEVEMENTS IN EDUCATIONAL REFORMS IN PEI-KUAN PRIMARY SCHOOL, HEI-SHAN HSIEN, LIAONING PROVINCE

Kuang-ming Jih-pao, Peiping,  
28 April 1960, page 2

Unsigned article

Holding aloft the red flag of Mao Tse-tung-ism and in the spirit of the General Line, the Chinese Communist Party Committee of Hei-shan Hsien, Liaoning Province, has reported speedy and significant achievements in the reform of language teaching in the primary schools, having conducted an experiment at the Pei-kuan Primary School for 1 year and 7 months. Since October 1959, the Committee has also improved the methods of teaching mathematics. In the light of the experiments conducted in two classes of the second and first grades, it has succeeded in fulfilling the tasks for a whole semester in less than one month. Recently, the Work Group of the Education Department of Liaoning Province conducted an experiment with one class of the second grade at the Pei-kuan Primary School and four classes of the fourth grade at a primary school in a neighboring hsien. It was found that the second grade students at Pei-kuan Primary School uniformly did better than the fourth grade students at the other primary school.

The Chinese Communist Party Committee of Liaoning Province called a field conference on educational reform, from 2 to 10 April at Hei-shan, with a view to popularizing the experience of the Pei-kuan Primary School.

In the autumn of 1958, when the great leap forward was in progress, the Chinese Communist Party Committee of Hei-shan Hsien called three conferences on education, with a view to ascertaining ways to implement the General Line's demand for "quality, quantity, economy, and speed" in the field of education, on the basis of the over-all leap forward in industry and in agriculture, as well as in education. The first class of the first grade at Pei-kuan Primary School was then selected as the experimental class. The Hsien Committee designated personnel for the specific purpose of providing guidance in the reform of language teaching at the primary school, beginning September 1958. In the following year, the work group of the Institute of Psychology of the Chinese Academy of Science rendered further assistance. Presently, four classes (two of the first grade and two of the second grade) are engaged in experiments relative to the reform of the teaching of language and mathematics. Noticeable achievements have been reported even in a relatively short period. The achievements in the reform of language teaching are particularly outstanding.

At the beginning of the experiment, they introduced 317 new words in 10 class meetings, i.e., 94 more words than the 223 introduced in the first volume of the language textbook for the first grade. On 24 September 1958, an "evaluation meeting" was held under the auspices of comrades responsible for cultural and educational work in the hsien and in the communes. It was ascertained that the 59 students in the class had learned an average of 276 words. Immediately afterwards, a new 2-week experiment was conducted in the teaching of reading. It was ascertained that under the new system one semester's work could be covered in 3 weeks. The experiment then proceeded to the second phase. A reader composed of 1,717 words (including 317 words previously introduced) was edited. The same method of "learning the words first and reading next" was adopted. By the time of the final examination at the end of the semester, the best student had learned all 1,717 words and the worst 400, with an average of 1,115 words. In one semester, as many words as would have been introduced in 2 years were taught. As a result of the enlargement of the vocabulary, 64 lessons were covered in one semester, thus almost finishing the first and second volumes of the originally-compiled textual material. In addition, they have experimented with composition in the first semester in the first grade (previously composition was not required until the third grade, as stipulated in the outline for language teaching in the primary schools). By the end of the semester, the students had written 15 compositions, which ran as long as more than 200 words or as short as some 80 words.

As a result of the educational reforms adopted during the past year, not only has the intellect of the children been greatly developed but, thanks to the extensive reading in and out of the classroom, they have absorbed much knowledge, thereby contributing to the cultivation of Communist virtues. According to statistical data, one class of the second grade reported 442 cases of "good children and good deeds," receiving no fewer than 18 commendations from various quarters within one semester.

Is it true that the burden is excessively heavy for pupils of lower grades in the primary schools to learn so many words and to do so much reading? On 31 March 1960 a symposium was held by the pupils' parents. According to them, the children usually get up between 6:00 and 6:30 in the morning. After their return from school shortly after 4:00 in the afternoon, most children spend some time playing or helping in housework. They do not start doing their homework till after dinner, usually for less than an hour, and most children go to bed before 8:00 p.m. Their burden is therefore not excessively heavy. On the contrary, the parents of some of the pupils, e.g., the parents of Chang Hsin and Ma Yu-kuo, among others, have demanded that they learn even more.

### Marching Forward in Struggle; Scientific Survey Yields Results

There are 22 classes in Pei-kuan Primary School, with a faculty of 35. Most teachers are junior secondary-school graduates; only two are senior secondary-school graduates. They are bold in their thinking and in their action. They are devotedly obedient to the Party. Most of them are enthusiastic in their support of the Hsien Committee's directives. However, a few suffering from rightist conservatism and embracing the educational philosophy of the bourgeoisie have openly stated: "Admittedly we should try to implement the General Line, but there are difficulties in the field of education. For what we are dealing with are human beings and not machines. Learning must be a step-by-step process." Some others say: "If we are to fulfill our teaching tasks in accordance with the adopted teaching outline, we shall achieve "quality, quantity, economy, and speed. How can we go even faster?" These opinions have therefore led to a struggle between two roads since the very beginning of the reform. Under the guidance of the Hsien Party Committee, we have sponsored free deliberations and debates and succeeded in exposing the erroneous contention that "the General Line cannot be carried out in the field of education." In so doing, we have not only rectified various vague concepts but also effectively helped the teachers in freeing themselves from the bondage of obsolete educational philosophy and in strengthening their faith and determination as regards educational reforms.

Even when the reforms were about to yield results, the struggle between the two roads remained intense. The rightist conservative elements in and out of the schools were by no means convinced by the facts. Some even said: "Don't emphasize how much the students have learned; they may forget just as easily--the net results will therefore prove the same in the final analysis." In view of the emergence of such erroneous tendencies, the Hsien Party Committee called in succession two conferences on education, refuting various sarcastic comments of the opposition, confirming the experience of the Pei-kuan Primary School, and encouraging them to continue with their bold experiments. At the same time, the Hsien Party Committee organized a special group to be permanently stationed at the Pei-kuan Primary School; its task is to offer guidance and to help evaluate the experience. As a result of repeated struggles and concrete assistance, all teachers at the Pei-kuan Primary School have been actively mobilized in an enthusiastic effort to carry out the experiment in educational reforms.

On the ideological premise of determined and courageous effort to realize the educational reforms, all such activities at the Pei-kuan Primary School are based on detailed survey and research. In this respect, the Hsien Party Committee has furnished them with assistance as well as guidance, both in and out of the school. In order to properly determine the range of vocabulary at

the primary school level, they have conducted a series of surveys and studies--from kindergarten to primary school, from primary school to secondary school, from textbooks to dictionaries, and from Hei-shan to Shen-yang. Meanwhile, they have made a thorough investigation of the students' pattern of life and quality of learning. Having analyzed and studied the findings, they have discovered that the currently used textual material and the traditional teaching methods are no longer adequate to meet the level of intellectual development of the children and to satisfy their hunger for knowledge and capacity for absorption. For instance, the pupils in the senior class of some kindergartens (over 5 years of age) have already learned phonetic spelling, written words, and calculations. They can already learn, readily and quite accurately, to identify the "four tones" and to recognize scores of characters. The children in the first grade have already learned something about the phonetic and semantic values of some words or phrases; with some guidance, they will be able to master them. However, no more than 223 new words are introduced in the first volume of the textbooks used for the first semester in the first grade. The Pei-kuan Primary School has studied this problem and realized that the low quality of language instruction and the failure to meet the demands of the pupils result primarily from the failure to solve the vocabulary problem. It is this failure that has affected reading and composition and learning in other courses. This problem has not been solved, because the new words are scattered in many lessons and the students have to learn them one by one. It is therefore difficult for them to find a pattern of words. Failure to find such a pattern means that they do not have the weapon to achieve great success. On the basis of these analyses and studies, the teachers at the Pei-kuan Primary School have reached the conclusion that in language instruction for the lower classes, emphasis should be placed on vocabulary. In their opinion, this is the key to the solution of the problem, the first step toward the achievement of "quality, quantity, economy, and speed" in language instruction.

#### New Methods of Teaching Vocabulary

People have long maintained that to scatter the vocabulary over many lessons is the only way to facilitate learning and the easiest way to teach characters. For this reason, only a few characters are introduced in each lesson, with the result that the students may not have learned all characters of high frequency until after their graduation from primary school or even secondary school. Moreover, the characters are taught one by one, with the result that the students can grasp only the peculiarities of each character and not the common pattern of characters. The efficiency is therefore not high. It is the opinion of the Pei-kuan Primary School that these obsolete methods of teaching must be abandoned. Instead, they have adopted the method of "concentrated learning and concentrated exercise."

This reform has met with the opposition of some doubters, who would argue: "It's difficult enough to learn the characters as they are; is it not even more so to learn them all at once?"

In the opinion of the Pei-kuan Primary School, there are only two types of characters structurally speaking, in spite of their great number and independent peculiarities. The first type consists of characters of several basic strokes, e.g., , and , which may be called basic characters; the second type consists of characters representing the union of several basic characters, e.g., and . These compound characters constitute some 80 percent of the characters. Although the number of characters is very large, those of high frequency number between only 1,500 and 2,000. A pattern of both structure and usage can be detected. The teachers at the Pei-kuan Primary School have therefore emphasized the structural peculiarities of characters. The students are to learn first a certain number of radicals and basic characters. Having familiarized themselves with these radicals and basic characters, the students may learn the other characters on the basis of these basic elements in the formation of characters.

In accordance with the natural inclinations of children, they have also made use of pictures and the phonetic alphabet in the compilation of "picture books" and "books on homonyms," thereby facilitating "concentrated learning."

The use of picture books is a method relying more on pictures than on the phonetic alphabet. By looking at the pictures, the children may pronounce the words. Experiments have indicated that if the pictures are properly drawn, the children may pronounce between 60 and 70 percent of the characters without teaching. This method is best used for a relatively short period at the beginning of character learning. After the children have familiarized themselves with the phonetic alphabet, the books on homonyms are used.

The use of "books on homonyms" (they are called "groupings of homonyms") reflects the creative application of the phonetic alphabet as developed by the Pei-kuan Primary School. Although there are tens of thousands of characters, there are only some 400 syllables. They arrange all characters of the same syllable in the order of tones, as in the "phonetic chart of high-frequency characters." With the help of the phonetic alphabet, the students may thus learn many characters of the same syllable and ascertain the pattern of characters from among the homonyms. For instance, the differentiation between characters of similar shape and the analysis of the make-up of characters may facilitate the children's memorization of these characters.

### Extensive Reading; Earlier Attempt at Composition

That the children may learn to master the instrument of language faster has facilitated their reading and writing. In the classroom, more reading lessons are assigned (e.g., reading lessons increased to 64 for the first grade students in 1958, i.e., 30 more than previously). Outside the classroom, pupils are engaged in extensive reading too. According to recently gathered statistical data, one class of second grade students listed more than 80 publications for their outside reading. Such publications as Hsin-Shao-nien Pao /New Youth/, Hsiao Peng-yu /Children/, and Hung Hai-tzu /Red Children/ have become the children's indispensable spiritual foods. Chang Hsin, Ma Yu-kuo, and Liu Yin, for instance, have finished reading Ch'ing-ts'un chih Ko /The Song of Youth/, Yeh-ho Ts'un-feng Tou Ku-ch'eng /Struggle of Raging Fire and Spring Winds against the Ancient City/, Lin-hai-Hsueh-yuan /Forests, Seas, and Snow/, and Chung-kuo Ku-tai Yu-yen /Ancient Chinese Fables/, among other books. Reading the article entitled "Serving the People" in the Selected Works of Mao Tse-tung, Chang Hsin could not recognize only four characters, i.e., and

Such extensive reading has not only satisfied their thirst for knowledge and their need for spiritual food but has also further acquainted them with characters and contributed to their memorization. Indeed, they are thus better prepared for composition.

On the basis of a concentrated study of vocabulary and extensive reading, the Pei-kuan Primary School has abandoned the traditional practice of introducing composition in the third grade. Instead, the students are encouraged to write in the first grade. Recently, the students in the second grade were asked to write on the topic "The Happiest Day," and the results of this test indicated that they were equal to the fourth grade level in both content and vocabulary. The longest composition ran as many as 951 characters, and the average length was 290 characters. Several students did not commit a single error in their compositions. Many second grade students were found to be highly expressive. For instance, a responsible comrade of the Department of Culture and Education of the P'u-ch'i Municipal Committee visited the Pei-kuan Primary School. Some people suggested that Ho Yu-k'un (a 9-year-old girl) write a poem to welcome the visitor. The little girl asked: "Let the distinguished visitor decide on a topic." Thereupon, the visitor casually suggested the topic "Let's Talk." She thought for a little while and wrote: "The visitor talks to me/ I'm unafraid at heart/ For you're the leader/ Talking with you helps me much."

Presently, 30 percent of the second grade students at the Pei-kuan Primary School keep diaries regularly. Liu Ying, for instance, has kept a diary since the second semester in the first grade; it now totals - 268 items.

## Imparting the Pattern of Knowledge to the Students

In the course of educational reforms, they have emphasized the value of imparting the pattern of knowledge to the children, with the view of fully developing the subjective capacity of the students. As a result of more than one year's experimentation, they have gathered the following experiences.

1. "Systematic Classification of Knowledge." In their opinion, it is important to systematically classify the basic knowledge contained in the textual materials instead of scattering such knowledge in the language lessons as was done previously, resulting in much waste and inefficiency. The integrated knowledge would enable the students to further sharpen their intellect. To this end, the new characters scattered in the various lessons are to be learned together. In three semesters, they are to learn 2,500 characters in five units (each unit consists of three parts, i.e., vocabulary, reading, and review). The concentrated study of vocabulary will enable the students to ascertain a pattern in terms of phonetic values, the structural make-up of characters, and semantic values. Within a short period, the students may thus learn a large number of characters, thereby paving a way for intensive reading and earlier attempts at composition.

2. "Step-by-step Absorption of Knowledge," e.g., firsts vocabulary building, then reading, and then writing. Vocabulary building lays a foundation for reading and writing; in turn, reading and writing mean the review and consolidation of the vocabulary cultivated. The four phases of vocabulary building (to pronounce, explain, write, and use) must be learned step by step. In the course of vocabulary building, the students are expected to pronounce, to explain, and fundamentally to write; in the course of reading and composition, they are expected to write and to use the characters.

3. "Intensive Teaching and Intensive Exercise." In the past, the teaching process relied for the most part on lectures, which lacked both clarity and depth; the students spent little time doing exercises, with the result that they could acquire only some fragments of knowledge and such knowledge was by no means solid. In accordance with the first two principles enumerated above, the teachers are now "to furnish the students with a systematic pattern" and at the same time to adopt the method of "intensive teaching and intensive exercise." By "intensive teaching" is meant full explanation of the most basic knowledge, with emphasis on essentials. By "intensive exercise" is meant application of such knowledge in the process of repeated exercises. As a result of intensive teaching, the students may find enough time for intensive exercise.

Besides, "particular attention is to be paid to those students who lag behind, thereby insuring an over-all leap forward." In their opinion, to pay particular attention to those students who stand academically in or below the class average is the key to the guarantee for an over-all leap forward. Although these students represent the minority, they form a distinct group and the problems they present are often representative in significance. If we can furnish them with proper, timely guidance and take appropriate corrective measures, they will not become poor students. If we are persistent in our effort, we may gradually eliminate the emergence of backward students.

The record and experience of the educational reforms conducted at the Pei-kuan Primary School in Hei-shan Hsien represent one of the many progressive experiences on the nation-wide educational front resulting from the popular recognition of the Party's General Line. They represent the fruits of our implementation of the educational policy of the Party. On the basis of their experience, necessarily of a preliminary nature, we are convinced of the feasibility of educational reforms. Many reformers have already found a practical way toward success and have benefited us with their experiences. We are confident that we shall achieve great success in our educational reforms.

### III. STUDY OF MARXISM BY THE WORKING MASSES

Pei-ching Jih-pao, Peiping,  
6 May 1960, page 2

Unsigned article

Together with his closest comrade-in-arms Engels, Marx formulated the revolutionary theory of the international proletariat. Marxism, associated Communism with the labor movement for the first time, founded the "Communist Alliance" and the First International, organized the international proletariat into a heroic fighting force against international capitalism, and elevated the labor movement from an unconscious to a conscious struggle.

Marx regarded a grasp of revolutionary theory by the proletariat as an extremely important condition for the realization of socialism and Communism. He compared philosophy to the brain for the liberation of the proletariat, and stressed that the proletariat must regard philosophy as their spiritual weapon. Both Marx and Engels were extremely concerned about the propagation of their philosophy among the workers. As Engels pointed out: "In the absence of interest in theory, it is impossible to inject scientific socialism into the veins of the workers;" and "it is the task of the leaders to enthusiastically preach their belief to the working masses." Marx and Engels devoted their lives to the cause of the liberation of the working masses, waged a relentless struggle against all hostile ideologies, armed the proletariat with their theories, and pointed out that it is the task and mission of the proletariat to unite all exploited working masses in a struggle for the overthrow of the capitalist system.

The history of the past 100 or more years is the history of successive victories of Marxism. The great teachings of Marx are spreading on an increasingly broad basis among the working class of all nations. Presently, the masses of workers and peasants in this country are generally engaged in the study of Marxism-Leninism and the writings of Mao Tse-tung. This movement is indeed one to further popularize the Marxist theories. The million workers in this city's mining, construction, transportation, and trade systems have, in their assigned central tasks, learned these theories and the Party's objectives and policies; 300,000 workers have established a Maoism study group. The broad masses of workers have regarded the study of theories as indispensable to their everyday life. It is under the guidance of such theories as they have learned that they evaluate situations, wage actual struggles, and look into the future. In many units, "plants are classrooms; dormitories are study rooms; everybody is engaged in theoretical discussions; and every group is engaged in writing articles." We have thus embarked on a great era, as predicted by Marx, wherein "philosophy becomes the universal philosophy and the world becomes one of philosophy."

It is by no means accidental that the broad masses of workers are busily engaged in theoretical studies, theoretical discussions, and theoretical writings. First of all, this movement is the inevitable result of the long-term revolutionary struggle waged by the working class of this country. The glorious triumph of our democratic revolution, socialist revolution, and socialist construction represent the victory of Marxism-Leninism among the broad masses, the great victory of Mao-Tse-tung ideology, which adapts Marxism-Leninism to everyday realities. The fundamental Marxist-Leninist viewpoints on class struggle and the dictatorship of the proletariat, on the inevitable disappearance of imperialism and the inevitable triumph of socialism and Communism, on war and peace, and on dialectical materialism have long impressed the working masses of our country. The recent socialist revolution on the battlefield of political ideology has further enhanced the ideological consciousness of the working masses. The unprecedented rise in their political enthusiasm has facilitated even more intensive and extensive development of the workers' movement for theoretical studies. This movement represents the prerequisite to a drastic production revolution. The production battlefield of this city is now facing a tumultuous period of great revolution. The movement for technological innovation and technological revolution, centering around mechanization, semimechanization, automation, and semi-automation, has invaded all enterprises--large, medium, or small, and all departments--whether in charge of production or not. The revolutionary process is proceeding at a speed of 1,000 li a day, resulting in the leap forward in production. The working masses who directly participate in the production process have consciously realized that they must ascertain the law governing the development of production technology and improve their technical knowledge in order to become the promoters of socialist construction. This movement is a product of the cultural revolution. During the past several years, the movement to popularize education has been progressing at a high speed, resulting in significant changes in the workers' cultural life. The broad working masses have reached, within a short period, a higher cultural level, thereby creating the most favorable conditions for theoretical studies.

As a result of this movement to urge the working masses to study Marxism-Leninism, launched 2 years ago, we have gathered experience, trained cadres, significantly intensified the ideological awakening of the working masses, and facilitated the continued leap forward in our socialist construction. Facts have proved that the working masses have to study theory, that they can study theory, that they can properly understand theory, and that theoretical studies yield significant results.

At present, the noticeable feature of the movement for the popularization of Marxism-Leninism is the close association between theory and actual struggle. It is contributive to the movement for technological innovation and technological revolution, centering around mechanization, semimechanization, automation, and semi-automation. It is under ideological guidance that men are engaged in production, employing and inventing various tools. Their ideological awakening, their spiritual outlook, and their understanding and grasp of the objective laws have a decisive effect on their production struggle. Chairman Mao once said: "All ideas based on or in consonance with objective facts are correct ideas; all actions based on correct ideas are correct actions. We must develop these ideas and actions; we must develop such conscious initiative." By studying Marxism-Leninism and the writings of Mao Tse-tung, we shall be able to better understand and grasp the objective laws and to fully demonstrate our conscious initiative in the movement for technological innovation and technological revolution. Having studied the writings of Mao Tse-tung, many workers no longer have attitudes based on superstition and inferiority complex as regards technological innovation and technological revolution; instead, they are cherishing a fierce ambition to conquer nature. They say: "We dare think what our predecessors dared not; we dare do what our predecessors dared not; we are to create with our own hands." Suffice it to show their revolutionary spirit. In the course of the movement for technological innovation and technological revolution, they are guided by such ideas of chairman Mao as "to start from reality," "concrete analysis," "to recognize major contradictions," "to make full use of favorable circumstances and the prevailing forces in the struggle to eliminate enemies," etc. In the actual struggle to change the present, they have learned the objective laws, fully demonstrated their subjective initiative, and worked many miracles. Prior to the ideological emancipation, the apprentices of the casting plant of the Peiping Automobile Factory appeared helpless in the face of the revolution in equipment and manual operation; having studied such writings of chairman Mao as "Introducing a Cooperative," "A Fool's Efforts to Move Mountains," and "Who Says that Chicken Feathers Cannot Fly into the Sky?" their spiritual outlook underwent a fundamental change and they are now determined "to cherish the fool's ambition to move mountains and to make chicken feathers fly into the sky." In the course of the movement for technological innovation and technological revolution, they draw their own plans where there are no set plans, and they look for the necessary raw materials when such materials are not made available to them. They are diligent in their studies and tireless in their experiments. Even in the face of successive failures, they would not accept defeat. It was therefore no surprise that in less than one month they carried out 10 technological innovations, thereby raising their efficiency

by 25 times and taking the first step in the struggle against backwardness. During the same period, the employees of the section in charge of the "Mao Tse-tung" train of the Peiping Railway Bureau, having studied the article entitled "A Fool's Effort to Move Mountains," were determined to move "two high mountains" in their section, viz., heavy manual labor and complicated operations, to the end that the old-model trains were to be thoroughly rebuilt. By adopting the method of "grasping major contradictions" and after struggling for 10 days and nights, they put into effect 107 technological innovations, and this train now compares favorably with newly built trains in many respects. All these stories eloquently confirm these famous words of Marx: "Once theory has won the people, it will become a material force." Hence we must closely associate the movement to popularize Marxism-Leninism with the movement for technological innovation and technological revolution, so that the broad working masses may grasp Marxism-Leninism and climb the high mountain of scientific technology.

The movement to popularize Marxism-Leninism, as it has been launched among the working masses, will undoubtedly promote the further development of Marxism-Leninism in our country. Ours is a great historical era in which "one day is equivalent to 20 years"; new things, new problems, and new experiences will constantly emerge. It also promises to be an era in which Marxism-Leninism will be further developed. The working masses are the direct participants in the production struggle. They have rich practical experience. By diligently studying theory, participating in discussions, and writing articles, they will be able to gather new experiences, thereby broadening the mass basis for the development of Marxism-Leninism. Presently the workers of the Feng-t'ai Operations Section of the Peiping Railway Bureau are writing articles on the law of the development of the technological revolution. They are also to study the problem of mining and industrial enterprises in the stage of the transition to Communism. If we further improve ourselves on the basis of the popularization of Marxism-Leninism, Marxism-Leninism will certainly be further developed.

The fact that the working masses are busily engaged in theoretical studies, theoretical discussions, theoretical writings, and the publication of periodicals represents a new development on the theoretical battlefield. Marxists must learn to discover the beginning of new events, enthusiastically praise these new events, and adopt such positive measures as will contribute to their further development and consolidation. Therefore, the Party committees at all levels should further intensify their leadership in the movement to urge the working masses to study Marxism-Leninism and the writings of Mao Tse-tung, thereby closely associating theoretical studies with the experience in the movement for technological innovation and technological revolution. They should emphasize the cultivation of cadres from among the workers and improve

their work; they should encourage the workers to study the theoretical problems arising from their actual work and to write articles. Agencies responsible for theoretical work and all departments of philosophy and of the social sciences of all colleges should go to the industrial and mining enterprises and learn from the working masses; help them in their theoretical studies; review their work and experience in their studies; and comment on their writings. The working masses are currently very enthusiastic in their theoretical studies; let us unite in a common struggle for the formation of a powerful Marxist-Leninist theoretical force and for the further development of Marxism-Leninism in our country.

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